**Day 1 January 9, 2012 Reading Lesson Plans Vought**

**Unit \_4\_ Week \_1\_: Wings**

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| **Objectives** | **Materials/Text to Use** | **Words to Know** |
| |  |  | | --- | --- | | Target Skill | Identify causes and effects. | | Target Skill | Answer questions to understand cause and effect. | | Reading Street text  Vocabulary Workshop | **Main selection vocabulary**: attention, complained, drifting, giggle, glaring, looping, struggled, swooping  **Vocabulary workshop**: Unit 9 words |

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| **Whole Group Activity** |
| **Bellringer:** word study skills and vocabulary  **Question of the week**: How can being unique sometimes make a person lonely?  **Read Aloud**: "Dancing in the Wings"  **Concept Vocabulary Web** ‘Being Unique” p. 12l  **Comprehension Skill/Strategy Lesson**: Cause and Effect – Read “A Dragon’s Tale”. Make graphic organizer of cause and effect.  **Building background** – Venn Diagram – Stories that seem real/Stories that seem made up  **Introduce vocabulary** – attention, complained, drifting, giggle, glaring, looping, struggled, swooping |

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| **Small Group** | | |
| **GREEN** | **YELLOW** | **Blue** |
| Preteach Irregular Plurals  ReadBelow-Level Reader The Lesson of Icarus | Develop Concept Vocabulary  ReadOn-Level Reader Brave Settlers in a Strange Land | ReadAdvanced Reader Special Talents, Extraordinary Lives  Independent Extension Activity |
| **Students:** | **Students:** | **Students:** |

**Day 2 January 10, 2012 Reading Lesson Plans: Vought**

**Unit \_4\_ Week \_1\_: Wings**

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| **Objectives** | **Materials/Text to Use** | **Words to Know** |
| |  |  | | --- | --- | | Target Skill | Use word structure to determine the meaning of words with the *-ing* ending. |   Use word parts to decode words with irregular plurals.  Review the silent consonant patterns *wr, kn, st, mb, gn*.  Blend and read words that contain irregular plurals.  Apply decoding strategies: blend longer words | Reading Street Text  Vocabulary Workshop | **Main selection vocabulary**: attention, complained, drifting, giggle, glaring, looping, struggled, swooping  **Vocabulary workshop**: Unit 9 words |

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| **Whole Group Activity** |
| **Bellringer:** word study skills and vocabulary  **Question of the Day**: Why do you think people were afraid of Ikarus?  **Phonics lesson**: Irregular Plurals  **Vocabulary Strategy lesson**: Use the passage on p. 15 to model how to determine the meaning of words with the –ing ending. |

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| **Small Group** | | |
| **GREEN** | **YELLOW** | **Blue** |
| Practice Lesson Vocabulary  Read Multisyllabic Words  ReadDecodable Reader 16 | Read*Wings* | Read*Wings*  Extend Vocabulary |
| **Students:** | **Students:** | **Students:** |

**Day 3 January 11, 2012 Reading Lesson Plans Vought**

**Unit \_4\_ Week \_1\_: Wings**

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| **Objectives** | **Materials/Text to Use** | **Words to Know** |
| Answer Questions  Target Skill Word Structure  Develop Vocabulary | Reading Street Text  Vocabulary workshop | **Main selection vocabulary** : attention, complained, drifting, giggle, glaring, looping, struggled, swooping  **Vocabulary workshop**: Unit 9 words |

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| **Whole Group Activity** |
| **Bellringer:** word study skills and vocabulary  **Question of the Day**: How do you think people will treat Ikarus now? |

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| **Small Group** | | |
| **GREEN** | **YELLOW** | **Blue** |
| Practice Cause and Effect and Answer Questions  Reador Listen to *Wings* | ReadWings | Extend Cause and Effect and Answer Questions  ReadWings |
| **Students:** | **Students:** | **Students:** |

**Day 4 January 12, 2012 Reading Lesson Plans: Vought**

**Unit \_4\_ Week \_1\_: \_ Volcanoes: Nature’s Incredible Fireworks**

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| **Objectives** | **Materials/Text to Use** | **Words to Know** |
| TSW answer open ended questions. | Open Ended Passage | **Main selection vocabulary**: : attention, complained, drifting, giggle, glaring, looping, struggled, swooping  **Vocabulary workshop**: Unit 9 words |

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| **Whole Group Activity** |
| **Bellringer:** word study skills and vocabulary  **See Open Ended Reading Lesson Plans – Modeled Question** |

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| **Small Group** | | |
| **GREEN** | **YELLOW** | **Blue** |
| See Open Ended Reading Plans – Guided Question | See Open Ended Reading Plans – Guided Question | See Open Ended Reading Plans– Guided Question |
| **Students:** | **Students:** | **Students:** |

**Day 5 January 13, 2012 Reading Lesson Plans: Vought**

**Unit \_4\_ Week \_1\_: \_Wings**

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| **Objectives** | **Materials/Text to Use** | **Words to Know** |
| TSW answer open ended questions. | Open Ended Passage | **Main selection vocabulary**: : attention, complained, drifting, giggle, glaring, looping, struggled, swooping  **Vocabulary workshop**: Unit 9 words |

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| **Whole Group Activity** |
| **Bellringer:** word study skills and vocabulary  **See Open Ended Reading Lesson Plans – Modeled Question** |

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| **Small Group** | | |
| **GREEN** | **YELLOW** | **Blue** |
| See Open Ended Reading Plans – Guided Question | See Open Ended Reading Plans – Guided Question | See Open Ended Reading Plans– Guided Question |
| **Students:** | **Students:** | **Students:** |